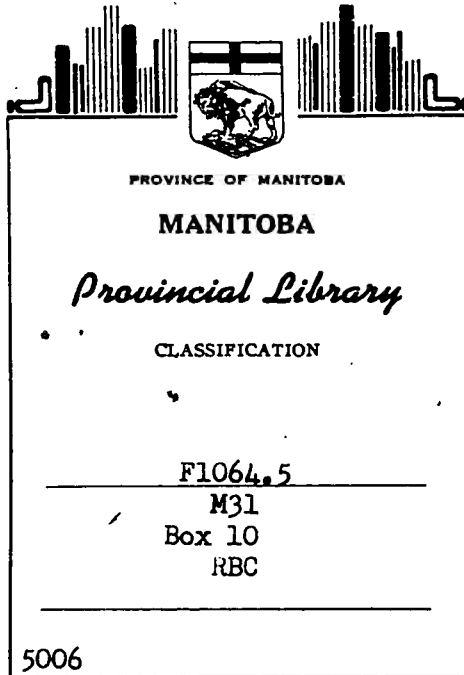
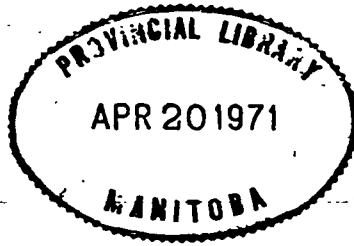


**DIAMOND
JUBILEE
YEAR BOOK**

OF THE

BURWALDE SCHOOL

AT WINKLER, MANITOBA



EC-b-7



BURWALDE SCHOOL

Diamond Jubilee

1888-1948





*This book has been written to commemorate
the sixtieth year anniversary of the School
District of Burwalde No. 520 at Winkler,
Manitoba.*



Teaching Staff



MISS DOROTHY E. WIEBE
Principal

MISS CATHERINE DYCK

Education

Maple Leaf School, Morden, Grades 1 - 8
Maple Leaf Collegiate, Morden,
Grades 9 - 12
Normal School Training, Winnipeg
1945-46

Teaching Experience

Broad Valley, Homewood, Grades 1 - 8
1946-47
Burwalde S. D. Winkler, Grades 1 - 6
1947-48

DOROTHY E. WIEBE

Education:

Cheval S. D. Morden, Grades 1 - 8
Burwalde S. D. Winkler, Grade 9
Winkler High, Winkler, Grades 10 - 12
Normal School, Winnipeg, 1941 - 1942

Teaching Experience

Glenecross S. D. 1942-44, Grades 1 - 8
Burwalde S. D. 1944-47, Grades 1 - 6
1947-48, Grades 7 - 10



MISS CATHERINE DYCK
Primary Teacher

A MESSAGE FROM THE SCHOOL INSPECTOR

Anniversaries have the peculiar custom of occurring and recurring without human help. Nevertheless, man periodically seizes upon them as justification for celebration. Even the least worthy of us may accumulate years, celebrate every one of them and do ourselves no credit.

There is a difference when we mark a stage of progress or a period of achievement in a social institution; first because it is social or cooperative, and secondly because the institution itself is the embodiment of a human idea. On both of these counts there are good reasons to record and celebrate the sixtieth anniversary of Burwalde School District.

In the interval since 1888 Canada has grown from a colony to a nation. Burwalde as one of the many communities making up Canada can share with justification in the pride that is ours as a nation. Burwalde pioneers brought with them staunch faith in the goodness of God and quickly adjusted themselves to the necessity of living with new neighbours. Together they became citizens of Canada and worked hard as citizens at the community level, a level which produced most tangible results as well as laying the foundation for cooperative living. Tolerance, difficult at first, grew into understanding as they adopted the public school system. There must have been grave fears at first that education might make their young people worldly and take them away from home. To a certain extent perhaps it did, but in the wider view it made the home community much larger. The pioneers soon had the satisfaction of seeing their professional



needs receive attention from community graduates, and the complicated business and mechanical requirements met by former children of the district. But the school, rebuilt and modernized, still enrolls great-grandchildren of the district founders and forms a community centre where three generations meet on many occasions.

The public school, a social institution, stands in Burwalde district as a symbol of achievement in the making of four-square Canadians. May its influence continue to receive Divine Blessing.

— J. B. Day.

The School Board



JOHN P. DYCK
Trustee

GEORGE J. REMPEL

Hails from Saskatchewan. Manages all the financial business of the community.



GEORGE J. REMPEL
Secretary Treasurer



BEN E. PETERS
Trustee

BEN E. PETERS

Born in Kansas, moved to the Alberta plains when a youth, now has made his permanent home in Manitoba. Takes an active part in community affairs.

From the

Chairman's Chair

We, the people of Burwalde, have often felt proud of our children, and of many things they have accomplished. During the 60 years that the doors of the Burwalde school have been open, hundreds of pupils have received their education here. A big percentage later on went to high schools, colleges and bible schools. From these young people many have gone out to be teachers, preachers, missionaries, merchants, farmers and so on. Surely of all these hundreds of pupils in our school during the past 60 years a good many have made their parents and none the less their teachers proud of the way they behaved as school. But I'm afraid too many have at one time or another shown bad manners both in school and out. I'm of course not speaking of the ones in the early years as they were here before my existence. Maybe at that time they always obeyed their parents and teachers; I don't know, but I have my doubts. Yes boys in particular, when they grow up a little, seem to consider it smart to be rude, and that to be courteous and kind would look cowardly. Thereby they only show their own ignorance, and will only too often be ashamed of themselves later on when they grow up. Couldn't we find a way to save the pupils from this lightmindedness? Most of our pupils desire to do the proper thing, they only find it hard to control themselves. But if they would solidly make up their minds to be courteous at all times, they would thereby naturally reform the odd one who wants to be rough and disorderly; because one of the most sacred trusts and most powerful forces which God has placed in our keeping is that of personal influence.

And I think we parents should do a little more for our children too. We should not satisfy ourselves just by clothing our children, buying a few books for them, filling their lunch kits, and then off to school and expect the teacher to do the rest. We should not



W. J. BRAUN.
Chairman, School Board

forget to provide good playgrounds, and remember that proper recreation would greatly help to raise our children to be strong and healthy, both in body and mind; and it often too might keep them from doing the things that we do not like.

Perhaps I have been rather critical, but be that as it may I by no means want to say that our children are worse in Burwalde, than other children, but I would like to see them behave a little better than the average. The ratepayers of Burwalde are spending a lot of money, to give their children a good education, and the children should think of the many others in foreign countries that are starving, and not getting any education at all. So let's hope our pupils will do their best toward producing better manners and better behavior as a whole in the future. During the 12 years I have served your school board, I have often been very much pleased with the progress that our children made; but have also seen so many ups and downs that I feel deeply moved to pass along some of the reflections such as they are.

A BRIEF HISTORY OF BURWALDE COMMUNITY

An American visitor to Canada in the month of April, seeing the picturesque plains cloaked by a thick blanket of snow and the roads blocked by snowdrifts, was heard to make this query, while he pulled up the collar of his coat a little higher and pulled down his hat a little lower. "Why do you people not leave this country and give it back to the Indians?"

The retort was, "The Indians wouldn't want it now."

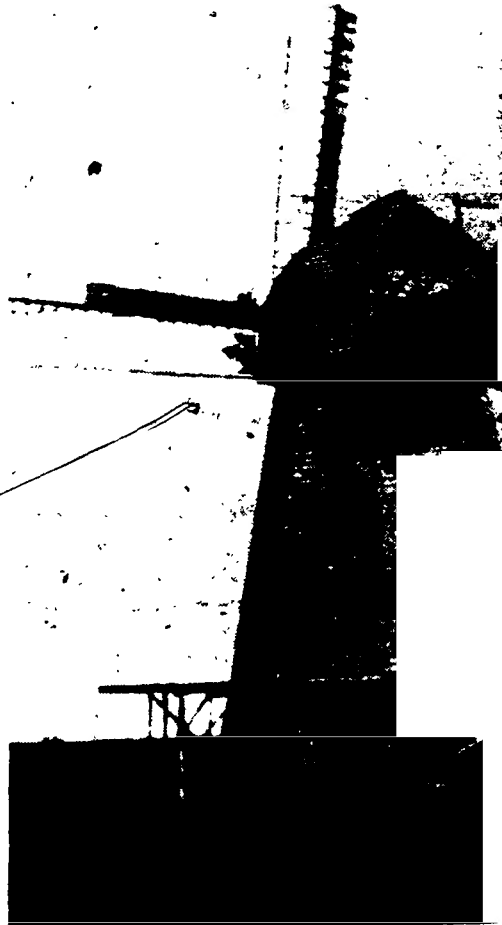
Let us in our imagination, draw a picture of Southern Manitoba, sketching roughly the scene as it was in the days when the red man wandered freely over the plains; as it was in the days before the white man invaded the country and ruthlessly cut, burned, uprooted, and killed that which was essential to the Indian's livelihood. East of the Pembina hills, tall prairie grass, waving in the summer breeze, stretched from horizon to horizon. Multi-colored fields of wild flowers grew in profusion lifting their gay faces to the heavens in adoration of the God who created them. Over the face of the country, a path trampled down by a passing herd of bison, the commonly known buffalo, or a lonely trail worn by a family of timid deer, zigzagged their courses to their natural watering-place, the present Dead Horse Creek.

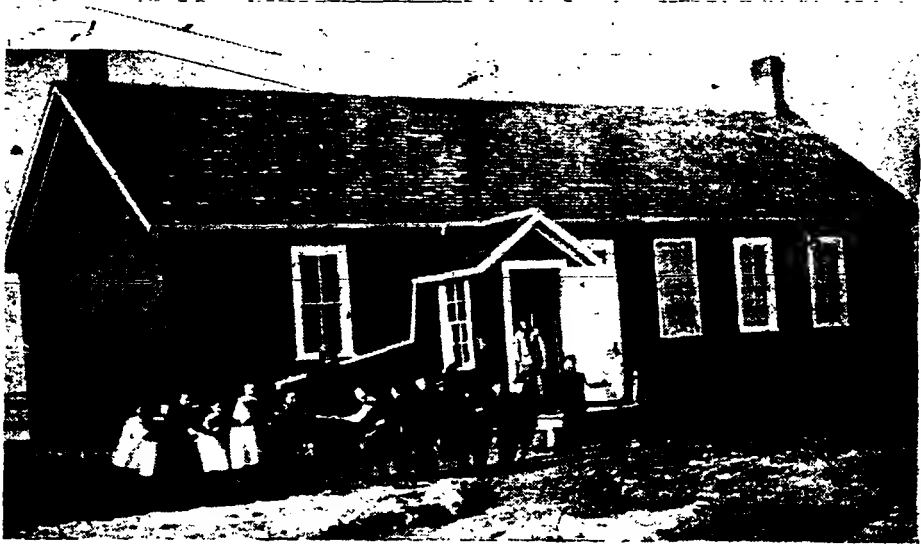
However, this corner of the world was not destined to remain the haunts of the red man, the beasts, and the herds, for in 1875 a number of homesteaders from Eastern Canada settled in the Pembina Mountain district, eighty miles southwest of Winnipeg. They set out from Winnipeg with all their supplies packed in Red River carts or wagons drawn by horses or oxen. The supplies were the bare necessities such as extra pieces of harness, sugar, flour, salted pork, blankets, tools, a keg of nails, and boxes of dishes and pans. They settled in this area because the rolling hills and scattered woods seemed more like home, than the bald

prairie seemed. Indeed, they had the notion that the prairie was not good for agriculture.

Immediately, however, an entirely different kind of immigrant proved that they were wrong. These were several thousand German Mennonites who had lived in Russia where farming on the prairies was common. In 1873, the Ca-

The old mill of 1890





Canadian Government had made an offer that homestead grants would be allotted to immigrants, on condition that if a certain amount of land was tilled and settlement duties were performed, which usually meant little more than the building of a house, the immigrant would receive the deed on the payment of ten dollars. The people of this religious sect were skilful tillers of the soil and decided to leave their fertile land in Russia only because they could not practise their religion there. It was in the year 1875 that the second colony of Mennonites came from the Old Country, many settling in the vicinity of the present Blumstein School District, with the result that "hay-land" was soon converted into fruitful cultivated fields.

After several years, young adventure-some farmers, seeking for further opportunities, made surveys of possible farm areas, and consequently made their abode in the present Burwalde School District. Here a village quickly sprung up north of the John L. Dyck residence, stretching in this direction as far as the John G. Brown home where it deviated and extended west for approximately one quarter of a mile. This village was named "Burwalde", perhaps to remind the villagers of the home they had left in Russia.

The village was later abandoned and broken up, each enterprising settler taking up a "homestead" and moving his "shanty" to his new abode.

To make us more appreciative of the hardships and disappointments that our forefathers had to endure, and to realize the progress that the pioneers have made in this fair, abundant and promising country of ours, one should consider by what means and methods farmers of yesteryears had to earn their livelihood.

The virgin soil had to be broken with one-share hand ploughs drawn by horses or oxen. When a few acres were finally cleared, the seeds of grain were scattered by hand over the black, gleaming soil. Some prosperous farmers sowed the grain with a seeder, which merely scattered the seeds on the surface. To cover the seeds, land was then harrowed.

Now came anxious weeks of waiting, weeks in which the farmer alternately prayed for rain, or vainly hoped for a period of sunshine and warm weather. In the meantime, farmers employed themselves at clearing more land, draining swamps, cutting marsh grass, and making homes more comfortable.

The month of July came, and with it came "haying-time". Although prairie grass grew abundantly in this district, even in those days far-off fields looked

greener. Mowers, rakes, and wagons were taken as far as Myrtle where the grass was mowed and after several days of drying, raked, then loaded on wagons, that is, if the weatherman permitted it. Farmers, with the object of getting loads of hay made many a journey east, through tall, often horse-high marsh grass, with wagon-wheels seeking a footing in the quagmire, only to return home empty because a wind had risen to make loading impossible.

Then harvest time came. The cutting of the grain was done with the so-called "reaper". These cut the grain only, dropping the grain stalks on the ground; which were then picked up and bound into sheaves by hand.

Later when binders were used, two men would stand on the platform and as the grain was being cut, would bind the stalks into sheaves. Manufacturers of farm machinery made improvements, with the result that sheaves were later machine-bound with wire. Thus, by gradual succeeding improvements, the method of cutting grain reached the standard of today.

Threshing time followed. The threshing-machine was operated by hitching four teams of horses to trees attached to the horse-power which was a large cog-wheel five or six feet in diameter, thus with two bevel gears connecting the threshing machine and the horse-power, the machine was set into motion.

Later steam engines were introduced, replacing the former "horse-power". However, horses did not decrease in popularity and usefulness for the threshing-machine and the steam-engine had to be pulled to the grain stacks with horses just before the commencement of threshing-time. When threshing of the grain was begun, straw had to be taken away. To perform this work, a "bucking-straw" was invented. This home-made device was constructed by arranging two planks parallelly, held together with four cross beams that were sharpened at one end. With horses hitched to each end of the parallel planks, the straw was pushed away with these "bucking-straws". The smallest boys of the family had the pri-

vilage of riding the horses. The straw had the further use of heating the steam-engine to produce the steam.

Men of Burwaide had other tasks that claimed attention. One was to clear more land. Before that could be done, swamps had to be drained. To prepare an outlet for the water to escape, a ditch was dug at the end of Dead Horse Creek. This ditch was dug entirely with spades to a depth of two feet. What an undertaking that must have been, but all "jobs to be done" left these pioneers of spirit undaunted.

Home was the place of refuge, therefore, in spare time improvements were made on the houses. Many of the first homesteaders had as their first abode, what we commonly called "sod-houses". Holes, approximately five feet deep, were dug in the ground. With boards, walls were built above this cellar high enough to have windows built in. The roof of boards was covered with pieces of sod.

Later buildings were made of oak-logs having thatched roofs. Long poles were laid across the roof and attached with nails. To these thin slats or poles wisps of hay or straw were tied until the roof was completely rainproof. A few of these log-houses may still be found in this area, although they have been remodelled and little resemble the houses of yesteryears.

Should you have been invited into a Mennonite home and asked to partake in a meal, you would not have seen the choicest chinaware or Roger's silverware but with a few dishes on the table would probably have been offered potatoes with jackets. You would not have daintily cut them into convenient pieces to be picked up by a fork but would have taken one in your hand and eaten. For a little variety or spice you would have dipped the potato into salt. Perhaps a raw onion would have been an additional item on the menu, and if it were summer time would have had fresh strawberries for dessert, for these grew in over-abundance. As a special treat, the mother of the family might have set some "dukse" or "supse" on the table, into which you could dip your delicious, home-

BURWALDE SCHOOL

made, whole wheat bread. Now to those who are unfamiliar with the above foreign terms, an explanation is required. "Duksel" was a sort of syrup made by dissolving brown sugar in black coffee, while "supsel" was the type of jelly that won't jell, made of wild strawberries or other Native fruit.

It is true, that our pioneers fared simply, but nonetheless were more contented than a modern person with indigestion is disposed to be.

Nothing has been mentioned of the education of the children of those times. While learning the various duties that were required on the farms, some time was spent in school, the school term usually beginning in November and closing in April. When the village of Burwalde sprang up, a log-school-house was built to "edificate" the children. This was a private school, in other words, only German was taught. The classes or grades were Fibel (Primer), Catechism, Bibliche Geschichten (Bible Stories), Neues Testament (New Testament) and Bibel (Bible). When a pupil could read all these books, he was considered well educated. Later when the village was abandoned, Mr. Franz Loewen bought the school and moved it to the site of the old district school, north of the creek.

When a new school was built in 1890, Mr. Peter Rempel bought the old log school and moved it on his property, near the present home of Frank E. Peters.

School courses had undergone considerable changes with the organization of the

district school. The Programme of Studies was prescribed by the Superintendent of Education, therefore pupils were taught the three R's, the schoolmaster's stick playing an important part in the rapid progress of the students.

Speaking of studies, teaching the geography and history of Holland, the home land of the first Mennonites was easily motivated by the presence of an old Dutch windmill, which stood on the south-east corner of the Henry J. Loewen farm. This windmill was the community grain crusher and grist mill. To grind or crush grain two stones approximately four feet in diameter were placed one on top of the other. For effective crushing grooves were chiselled into the stones making them similar to the present day crusher plates. Then when the weatherman sent a windy day, neighbors for miles around brought their wheat to be crushed. Old timers say, the windmill did an excellent job.

This mill had been built by Mr. Klaus Enns and Mr. Frank Goertzen at Reinland and moved part by part to Burwalde where it was set up. Sad to say, the mill was later sold and moved to Plum Coulee.

Our forefathers have struggled and given their lives to make this little corner of the world, so important to us, a better place to live in. So let us pick up the burden and with our youth, energy, and talents follow the examples of our parents and carry on the work that our Master assigns us.



An old Mennonite oven, used in early pioneer days.

FIRST RECORDS

Following are portions taken from the first Minute Book for School District of Burwalde:

First entry - May 1, 1888.

First Meeting of Burwalde Protestant School District.

Mr. John Steppler was appointed chairman and C. H. Lloyd secretary. The meeting was called for the purpose of electing three trustees and two auditors for district school.

Proposed by Peter Rempel and seconded by John Nickel that C. H. Lloyd be first trustee - Carried.

Proposed by Peter Rempel and seconded by C. H. Lloyd that John Nickel be second trustee. - Carried.

Proposed by Jacob Nickel and seconded by C. H. Lloyd that John Steppler be third trustee.

Geo. Braun was also proposed by John Nickel and seconded by H. T. Rempel. On a vote being taken John Steppler was declared elected.

Proposed by Peter Rempel and seconded by C. H. Lloyd that Franz Loewen be an auditor.

Proposed by Peter Rempel and seconded by John Nickel that John N. Baker be an auditor.

Proposed by Jacob Nickel and seconded by H. T. Rempel that Jacob Banman be an auditor.

Jacob Nickel was proposed by Jacob Banman and seconded by C. H. Lloyd.

On a vote being taken Franz Loewen and John N. Baker were elected.

The meeting then adjourned.

Second entry - May 7, 1888.

School Trustees' first Meeting.

Members were all present.

John Steppler was elected chairman and C. H. Lloyd handed in declarations.

John Nickel was instructed to try to

procure a Mennonite able to teach both languages to start the school till a proper certificated teacher could be procured, and to report at next meeting to be held on this day week next.

Meeting then adjourned.

May 14, 1888.

John Nickel reported that he had been unable to obtain a teacher.

July 14, 1888.

Secretary was instructed to give orders on V. Winkler and H. P. Hansen for lumber and hardware to put school house in repair.

It was agreed to purchase one acre from Peter Dyck as school site for the sum of ten dollars.

Secretary was also instructed to apply for \$480 for current year's expenses.

It was decided to add the following sections to the school district — Twenty-three (23), Twenty-six (26) and Thirty-five (35) all in Township 3 and Range 5 West.

December 8, 1888. — Members all present.

The Secretary informed the Board that Mr. M. Binsger asked for \$30 per month. It was decided to accept the offer for one month and to offer \$25 per month for the next six months. Mr. Binsger agreeing to same, the Secretary was instructed to draw out necessary agreement and procure the articles that were required to start the school.

January 14, 1889.

Meeting was called by Secretary to announce that the teacher, Mr. Binsger, had not turned up to open school this Monday morning. Mr. Thiem White, the Inspector, agreed to hold school for the forenoon in case the teacher put in an appearance. As no teacher came, school was dismissed in the afternoon.



Photo of teaching staff, Mr. George Lamb and the late Rev. David Toews, of Rosthern, Saskatchewan, and pupils

BURWALDE SCHOOL

January 17, 1889.

As the weather had turned very cold and stormy, it was decided to close the a teacher to the new board of trustees. school till after the Annual Meeting on February 4, and leave the engagement of

April 22, 1889.

It was decided to build a teacher's residence at once on school grounds and furnish same with a stove and other necessary furniture. The building shall be a frame one, 16 feet long and 12 feet wide.

January 16, 1890.

A public meeting of the ratepayers of the Burwalde School District was called for the purpose of considering and advising the trustees of the said school district in respect to the question of borrowing a sum of money for the purpose of providing better school accomodation.

The said meeting having been organized by the appointment of Mr. Peter Rempel as chairman and Mr. F. Memer as secretary — it was moved by Mr. John Black, seconded by Mr. J. N. Baker that the trustees be empowered to borrow money by debentures in sufficient sums to enable them either to improve the old schoolhouse or to build a new one as they, in their opinion shall see fit.

The names of the ratepayers who voted in favor of the motion are as follows: Freeholders; John Black, J. N. Baker, Jacob Nickel, Thomas Ball, Gerhard Braun.

February 3, 1890.

There were present 17 ratepayers and on a vote being taken with regard to building a new school there were seven for it and seven against, three not voting. It was therefore decided to leave the matter with the Superintendent of Education and await his reply.

February 5, 1890

It was decided to send the plans and estimates of the proposed new school to

the Superintendent and ask which he considered the best.

May 1, 1890

The tender of Mr. Smith of Morden was accepted to build schoolhouse 20'x30' for \$615 to be ready for use by June 1; plastering to be done during the holidays.

May 20, 1890—Special School Meeting.

Mr. John Stepler was appointed chairman and C. H. Lloyd secretary.

It was moved by George Braun and seconded by J. N. Baker that the trustees be authorized to borrow the sum of seven hundred dollars by an issue of debentures for the purpose of building and furnishing a new schoolhouse. Motion carried.

December 1, 1890.

The old school building was sold to Peter Rempel and the proceeds were to be divided amongst the original owners of said building.

May 21, 1891.

It was moved, seconded and agreed that a kitchen be built to the north side of the present teacher's house; of frame — cellar 8' by 6' by 6' deep — that the building be 12'x12'x10' high from ground; floors to be of dressed and undressed lumber and tarpaper between.

July 9, 1892.

It was agreed that the school lot be fenced; cedar posts 8 feet apart, plain wire, 3 strands, a 2"x4" pine scantling along top of posts, 2 gates to be made and put on.

May 20, 1895.

It was unanimously agreed to build addition to school and put in furnace; estimate of cost being \$300.

June 24, 1896.

It was decided to dig out cellar six feet farther north so as to make more room for furnace. — The new room it to be plastered and wainscoted and teacher's desk provided.



Photo of teacher J. E. Doerr and pupils taken approximately in the year 1900

LIST OF BURWALDE TEACHERS

The School Board and teachers have attempted to draw up a list of names of the teachers who have taught in Burwalde School. We have tried to gather all the data available for this purpose. The list is not complete due to missing records which have been destroyed when the school burnt down in 1937. Doubtlessly there are mistakes, but we hope that the reader will pardon them because these were not put in on purpose.

Here are a few points which would be

of interest to mention. First that in 1894 Mr. Peter MacTavish taught 90 pupils, an unusually large number for one teacher. Another interesting point is that in 1895 Burwalde became a two-roomed school. Then in 1896 the school recorded its highest enrollment — 121 pupils. From 1905 to 1924 Burwalde operated as a one-roomed school. For 24 more years the School District again employed two teachers. The next term which begins September 1948 will see Burwalde as a one-roomed school again.

Year	Teacher	Salaries
Dec. 8, 1888	Jan. 14, 1889 Mr. M. Binsger	\$30
Feb 1889	June 1890 Mr. F. Merner	\$35
Sept. 1890	June 1894 Mr. Peter MacTavish	\$40 - 47.50
1894	1895 Mr. P. H. Neufeld	\$45
Nov. 1895	Dec. 1896 Mr. Geo. M. Ulyot (Prin.)	\$42
1895	1896 Mr. James A. MacTavish	\$37.50
Jan. 1896	Jan 1897 Mr. Francis E. Risk	\$30

BURWALDE SCHOOL

Year	Teacher	Salaries
Jan 18, 1897	July 1898 Mr. David Toews	\$35 - \$47
Apr. 1897	Jan 1901 Mr. George Lamb (Prin.)	\$42 - \$47
1898	1901 Mr. J. E. Doerr	\$42
	Feb 1901 Miss H. M. Hobkirk	\$31.50
Mar. 1901	May 1901 Miss F. A. Hartie	\$42
	June 1901 Miss Sibyl Inkster	\$42
Sept. 1901	June 1902 Mr. J. E. Doerr Riesen	\$42
Sept. 1901	Jan 1902 Miss Libby Greenway	\$40
Sept. 1902	Dec 1902 Mr. R. E. Turnbull (Prin.)	\$54
Feb. 1903	June 1903 Mr. J. E. Doerr	\$45
Jan 1903	Feb. 1903 Miss Annie Martin	\$50
Mar. 1903	Apr 1903 Mr. Ralph B. Bell	\$50
Oct. 1903	Dec. 1903 Mr. W. B. Gillis	\$60
May 1903	Miss Ellen Rempel	\$50
May 1903	June 1903 Mr. Alex S. Morrison	\$55
Sept. 1903	June 1904 Miss Ellen Rempel	\$50
Jan. 1904	June 1904 Mr. T. W. Ebbern (Prin.)	\$60
Sept. 1904	June 1905 Mr. D. J. Janzen	\$50
Sept. 1904	Apr. 1, 1905 Mr. C. C. Everson (Prin.)	\$60
Sept. 1905	June 1906 Miss Gertrude Gray	\$55
Oct. 1906	Dec. 1906 Miss Buchanan	
Oct. 1906	June 1907 Mr. Digby S. Lloyd	\$50
Sept. 1907	June 1908 Mr. Isaac J. Warkentin	\$57
Sept. 1908	June 1909 Miss Vera Strange	\$50
Sept. 1909	June 1911 Mr. Aron A. Dyck	\$50
Sept. 1911	June 1912 Mr. John Kugler	\$52
Sept. 1912	June 1913 Mr. Edward S. Kugler	\$60
Sept. 1913	June 1915 Mr. Julius G. Toews	\$62.50
Sept. 1915	June 1919 Mr. Jacob E. Dyck	\$57.50 - \$85
Sept. 1919	June 1921 Mr. George R. Wiebe	\$115 - \$130
Sept. 1921	June 1922 Mr. Jacob E. Suderman	\$140
Sept. 1922	Dec 1922 Mr. Peter Warkentin	\$130
Jan. 1923	June 1923 Mr. Jacob E. Suderman	\$130
Sept. 1923	June 1924 Mr. Jacob J. Janzen	\$110
Sept. 1924	June 1931 Mr. Isaac H. Voth (Prin.)	\$105 - \$110 - \$115
Sept. 1928	June 1933 Miss Margaret F. Dyck	\$85 - \$90 - \$47.50
Sept. 1931	June 1935 Mr. George Labun (Prin.)	\$90 - \$84 - \$62 - \$52 - \$54
Sept. 1933	Oct 1937 Miss Dora Suderman	\$40 - \$45 - \$55 - \$50
Sept. 1935	June 1936 Mr. J. E. Suderman (Prin)	\$54
Sept. 1936	June 1937 Miss M. J. Loewen (Prin.)	\$60
Nov. 1937	June 1939 Mr. Jacob A. Epp	\$50
Sept. 1937	June 1939 Mr. B. D. Hildebrand (Prin.)	\$67.50
Sept. 1939	June 1941 Miss Susanna Schroeder	\$50
Sept. 1939 (3 weeks)	Mr. Harry Topnik (Prin.)	\$72
Sept. 1939 (4th June 1940)	Mr. F. H. Driedger (Prin.)	\$62
Sept. 1940	June 1941 Mr. P. B. Krahn (Prin.)	\$75
Sept. 1941	June 1943 Mr. J. D. Penner (Prin.)	\$75 - \$90
Sept. 1941	June 1943 Miss Mary H. Friesen	\$65 - \$75
Sept. 1943	June 1947 Mr. J. K. Brandt (Prin.)	\$110 - \$145
Sept. 1943	June 1944 Miss Anne Harder	\$90
Sept. 1944	June 1948 Miss Dorothy E. Wiebe	\$95 - \$150
Sept. 1947	June 1948 Miss Catherine Dyck	\$130

Principal's Message

"Education is the process of realizing the values of life" are the words of H. H. Horne in his book "This New Education."

The permanent values in education are those which we as teachers, hope to make a part of the lives of our pupils, those which they will take with them from the classroom. And long after they have forgotten the date of Columbus' trip to America, these lasting impressions will linger as a haunting strain to inspire them in the walks of life.

The ultimate aim of education is to produce efficient and useful citizens. One of the first requirements of good citizenship is that a man shoulder his responsibilities. To prepare a boy for the responsibilities of manhood, the elementary teacher is paving the way by building skills in accuracy, neatness and speed; forming habits of punctuality, patience, self control and perseverance; creating the desire to succeed; encouraging desired attitudes of honesty, fair-mindedness, tolerance, giving pride in work well done rather than a feeling of satisfaction in profit at some other fellow's expense; stimulating the will to work to the utmost, not for personal advancement but the common good of society. These and other desirable attitudes are fostered by

the conscientious educators hoping to develop efficient citizens of tomorrow.

Our endeavour, as teachers is to give the pupils a desire to do useful work and to develop the ability to render service to their fellow-men. We do not so much care what a pupil knows or what he does, although these are very important. We are concerned about their attitude towards life, towards work and duty, and things of true worth.

Now finally, a few words to my dear pupils: Recalling the words of Dr. Osler when pressing home to students the truth that we must deny ourselves many things in order to serve our fellow-men, he quoted these words from the Bible spoken by Jesus: "He that loveth father or mother or son or daughter more than Me is not worthy of Me." Follow your ideals and your calling even if it means sacrifice of dear ones and home. God has given us talents and it is His holy purpose that we should develop and use those talents in His service.

The quotations that give us greatest joy, peace and blessings may well be these: "Do unto others as you would have them do unto you" and "Love thy neighbour as thyself."

— Dorothy E. Wiebe, Principal

The Use of Good English

The use of good English is a valuable asset to a good education. Children may have passed the grades in high school but they do not always have a good command of English.

Because we do more speaking than writing I will begin with the art of speech. In speaking a good motto to follow would be to "Let Christ be the first Listener to every conversation." If we keep this in mind we would be avoiding the use of undesirable language.

We would hardly consider a person who indulges in vain and idle speech to be well educated.

In speaking the correct use of grammar is also important. Poor and incorrect grammar will mar any speech — no matter how interesting it may be. It is important to know what to say, but it is equally important to know how to say it.

The aforementioned points would also apply to written English with the addition of correct spelling and proper

punctuation. Let me not forget to mention that a neat and legible handwriting adds greatly to the appearance of the composition. But even a good handwriting is not sufficient if the writer has failed to use capitals and periods. It is these which gave meaning to our written work.

I will again try to remind you — especially you school children, that other people will judge your educational standing by your manner of speech and writing.

— Catherine Dyck.
Primary Teacher.

Addresses by the Trustees

"The fear of the Lord is the beginning of wisdom" Proverbs 9-10 and "Train a child in the way he should go and he will not depart therefrom when he is old" Proverbs 22-6.

Much stress has been laid on education and still more effort put forth to attain it. Even from time immemorial the "Greeks", we read, sought after wisdom. But we find that education by itself is void, even a dangerous thing. It never satisfies the soul. Education and Christian training with genuine "fear of the Lord" in the heart is true wisdom by which a nation is exalted.

Now I am very happy to be able to testify to the fact that striving to give our youth a sound foundation in the Christian faith has always been dominant in the Burwalde School District. We find that even our forefathers had this one aim in view in coming to this country and pioneering in the hardest way to be free to live according to their faith in the living God. So we Burwaldians are very fortunate that from the pioneering days on, this atmosphere of Christian living prevailed in this district.

Besides a number of School teachers and professional men, Missionaries and Nurses have gone forth from our midst and altogether the standard of living has been brought to a higher level. We fully realize that this has not been accomplished by our efforts alone, neither has it been showered upon us overnight; but is the result of many years of labouring for a purpose. So at this point we would be mindful to respectfully remember and pay tribute to each and every one of the many school teachers and school Inspectors and every one that has been contributing to the cause, that have through these years served our district, thereby contributing their share in the upbuilding of our community life.

It is with a thankful heart we perceive all these blessings God has thus bestowed upon our people and district, and only regret our short coming in being truly appreciative of all the good things we have thus far been privileged to enjoy.

Still our aim is to ever strive on to still higher ground until the light shines forth unto perfect day.

— Mr. Ben E. Peters.

Everyone of us, rich or poor, young or old, educated or not, man or woman has something to accomplish in this world, while we are here. We are not sent here to do nothing at all; we are not here just to go to bed at night, and get up in the morning, toil for our bread, eat and drink, laugh and joke, complain about the weather, talk about our neighbors' faults, sin when we feel like doing so, and reform when we are tired of sinning, and

last of all lay down and die. God sees everyone of us, He creates every soul for a purpose, He needs every one of us, He has an end for each of us, we are equal in His sight, and are placed in our different ranks and stations, not to get what we can out of them for ourselves, but to labor in them for Him. As Christ had His work, we too have ours; as He rejoiced in His work, we should rejoice in ours.

Character Studies in Rhyme

GRADE X

Irene Braun

Irene is the only pupil in Grade ten
Her neat work is done with a Waterman
pen
Geometry is her most dislikeable subject
But to finish her work is her object.



GRADE IX

Jacob Peters

Dignified, but able to appreciate a joke
When difficulties arise in his work —
He has the answer — ask the teacher.



Irene Dyck

Irene is an outdoor girl
Give her skates and ice and she'll take a
whirl.
Piano, cooking, reading, skiing
Make her a jolly interesting being.



Miriam Braun

Miriam is one of the indoor type
Studying at recess is her delight
Studying, reading, knitting, baseball
playing —
"First finish my work", is her saying.



David Dyck

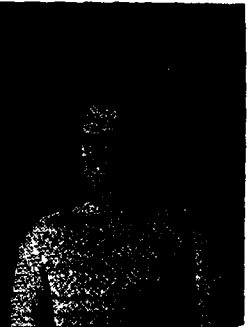
Cheerful face and eyes of blue
Takes to music and homework too
Won't let a problem make him a slave
A brilliant scholar, that's our Dave.



GRADE VIII

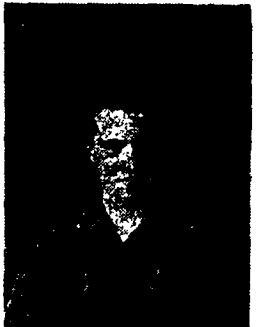
Myrtle Loewen

In Mathematics is clever
A frown is never
On Myrtle Loewen's laughing face.
She can give you a pretty good chase.



David Wiebe

David Wiebe is good at his work
And never at any subject will shirk
In work or in play, he's always there
No matter what price or what fare.



BURWALDE SCHOOL



David Janzen

When teacher asks him questions
His answers are usually short
But when he's playing football
Dave's voice is a different sort.



Elsie Peters

Elsie's ambition is to be a nurse
Mathematics is definitely not her favorite
She likes candy but not apples
And composes poems just for the fun of it.

GRADE VII



Dora Braun

Dora's healthy glow
Speaks of romps in the snow
Singing is her indoor joy
And Maths — well — a killjoy.



John Peters

Is our pianist
But sports arise to claim some time
He joins them all right down the list
His studies vary from Maths to rhyme.



Bill Peters

Does not like to study
Reading comics is his hobby
To do homework he has no time
Instead must learn to earn a dime.



Rosa Janzen

Has a treat in store
When she can mop and scrub a floor
She plays the piano since when a small
"tike"
For a breath of fresh air goes off on her
bike.



Ruby Wiebe

Can read while going in the cutter
But when they tip, my, what a clutter!
She has fair hair, is tall and shy
A piece of fancy work delights her eye.



Albert Dyck

Is a jolly Chap
Alert in his studies, not time for a nap
No problem can stump him in Mathema-
tics
He's there when the theme is turned to
athletics.

DIAMOND JUBILEE



GRADE VI

Johnny Dyck

Quiet and reserved
From his studies he has never swerved.



Betty Rempel

Is small and neat
Who practices daily her music sweet.



Annie Loewen

Has dark brown braids
This student always passes her grades.



Albert Braun

Plays "O Canada" in school
With which we start the day as a rule.



Henry Wiebe

Is fond of sports,
And he likes the games of all sorts



Katie Wiebe

Plays the piano so well
That sometimes doesn't even hear the
school bell.



Erna Rempel

Has dark brown curls.
You often see her with a string of pearls.



David Peters

Twelve years old
Wants to be a cowboy we're told.

BURWALDE SCHOOL

GRADE V

Harold Wolfe

Is strong and chubby
Has taken drawing for his hobby.

GRADE IV

Bennie Peters

Short and quick
No one can do well without
At baseball or at bat
Our Bennie is the chap.

Bertie Wiebe

Comes to school in time
Though he lives the farthest along the
Quiet and well-behaved in school | line
It is seldom that he breaks the rule.

Walter Dyck

Lets his imagination soar
When he is telling us stories galore
In school he's wide awake
And at home he likes eating chocolate
cake.

Marion Enns

Writes —
Ashes to ashes, dust to dust
If Literature doesn't kill me,
Arithmetic must.

GRADE III

Helen Wiebe

Is neat, sweet and cheerful
But in the dark is very fearful.

Donald Dyck

The quick little boy with shining eyes
Likes skating, hockey, and eating
chocolate pies.

DIAMOND JUBILEE

GRADE II

Leo Braun

With a smile so big
Likes to sing rig-a-jig-jig.

Clarence Janzen

Is bright and cheery
With him the day is never dreary

Johnny Loewen

Ten or age
In school he feels like a bird in a cage.

Leonard Peters

Is quite smart
And in his grades he does his part.

BEGINNERS

Helen Peters

Is the only beginner
Who always has the choicest sweets for dinner.

GRADE I

Albert Krueger

Is in Grade one
He doesn't find studying very much fun.

Norman Braun

There's never a cloud in Norman's face
And in running he can go quite a pace.

Adeline Braun

Rosy and round
A cleverer scholar should be found.

Education has Changed

Present education differs greatly from the education children received in ancient times. In Rome nearly every city had an elementary school for middle and upper class boys. The common people had very few educational opportunities. Boys who graduated from the elementary schools were allowed to attend high schools and after completing these courses, to go to universities in Rome, Alexandria or Athens. These universities were supported by the imperial government. In the middle ages schools were owned by the clergy and so were not free. Some Protestant leaders saw the need of free elementary schools and decided to do something about it. In the nineteenth century a common school system spread over Canada and later extended to provide high school training and even higher education at the expense of the taxpayers. In present times it is generally recognized that every civilized state ought to give the children a free elementary education at least.

Even though education has changed exceedingly, people living in ancient days

had to learn a great deal too. In Rome boys were taught modesty, bravery, and obedience and were told stories of heroes and their own ancestors. In England monasteries were established in which boys were taught some Latin, reading and writing. Girls and women were regarded as superior servants and so had to remain in the house and learn to cook, weave, etc. They had no opportunity to attend schools of any kind and were not allowed to attend public meetings. Now every girl and boy has an opportunity to get at least an elementary education.

To-day there are high schools in most of the larger towns and in all of the cities. There are many elementary schools in the country in which Grades I to X are taught. The schools are careful to make courses to suit many students. Some schools have courses leading to vocations, professions or trades, while other schools have sewing, cooking or handicrafts as subjects.

Every boy or girl having an opportunity to go to high school, should strive to get as much out of it as possible and al-



Photo of Sunday school class of Burwalde that was taken during the years 1910-1911 while Mr. Aron A. Dyck was teacher.



Class picture with Mr. Julius G. Toews as schoolmaster

so continue to go as long as possible. It will assist them in finding jobs later on. The use of machines, the speed and the higher standards of workmanship are increasing, and so require more training than people with a low education possess. A high education will prepare young people for the profession they are best suited for. Every boy or girl ought to make use of the opportunity of going to high school.

— Miriam Braun.
Grade IX

Man. School Broadcasts

One of the most interesting subjects of our school curriculum is the Daily School Broadcasts. These programs may be heard each school day from three to three-thirty o'clock in the afternoon.

During the past winter the school broadcasts have included subjects, such

as Music, Science, Art, French, History and Book Review. In these particular subjects our work was made clear and enjoyable through vivid stories and explanations.

In science we listened to talks on soil and forest conservation, health, and the importance of scientific discoveries.

We studied music by exploring the instruments and we listened to the singing of folk songs over the radio.

Parts of story books were presented as plays. These were the most interesting of all to me.

This new method of study has been experimented with in many of the schools in the Dominion. I believe the Daily School Broadcasts will become an important part on our school time-table in the future.

— David Dyck.
Grade IX

Value of Rural Skating Rinks

The number of rural skating rinks in Southern Manitoba are steadily increasing every year. In my opinion, it is essential and of immense value for the production of physically and mentally healthy citizens; for the development of courageous, fair-minded, tolerant, persevering Canadians.

One of the first requirements of an efficient and useful Canadian is to be healthy, both physically and mentally. What other sports than outdoor skating or hockey playing provide so much exercise as spending one hour at either of these sports every day? By continuing this practice throughout the winter season, strong muscles are developed; general health of the body is improved, and a resistance to communicable diseases is built up. For the student, who takes time off to skate or to play hockey, it offers a release from the mental tension obtained in studying, and refreshes the mind, thereby giving him a renewed interest in his school work.

Not only are the above named sports of great value to our health but also to develop fine character qualities. For ins-

tance, a hockey player must learn to be a good loser. The team that loses and skates off the ice giving excuses for losing does not earn a good reputation. But if a losing team cheers the winning team and comes back for another game with courage, it is a team to be admired. Sportsmanship is also admired in the individual player. The player who sits in the penalty box most of the time is poorly respected by both his team and the on-lookers. It is the player who battles to the end of the game, and who cheerfully loses, that is admired by every body.

The young rural boy who has the special abilities of a hockey player will soon be spotted by coaches and given further opportunities to enter Junior Leagues, with the result that some outstanding players will earn the coveted position of a player in one of the teams of the National Hockey League.

Therefore, with the increase in the number of rural skating rinks in Southern Manitoba, many players of Canada's greatest game — Hockey — will be produced.

— David Wiebe, Grade VIII



Jacob E. Dyck, Burwalde teacher from 1915 to 1919 and pupils. Photo taken in 1919.



Class picture during the school term 1938-39 with Mr. B. D. Hildebrand as principal and the late Jake A. Epp who was killed in action overseas.

Winter of 1947-48

The past winter of 1947-48 will be long remembered in Southern Manitoba.

It all began with a heavy snowfall on the first Saturday in November. Then for two weeks particularly fair weather prevailed. This was followed by drifting snow for several months. Roads were nearly always blocked. Snow-plows tried to keep the main highway passable. Huge snow banks lined the highway on either side.

At school we played football at recess. After thorough practising we went to challenge a neighboring school in a football game one afternoon when it was thirty degrees below zero. Three times the Burwalde hockey team played the Winkler team and three times the Winkler team won.

On Valentine's Day the whole school

One fine spring morning my friends took me for a ride in his new car. As we drove along we spied a village not far off. We didn't know its name, but we came near a sign board which said, "One mile to Chickville."

Our curiosity by now being aroused,

went skating, and then came back tired and hungry to a lunch of cake and ice-cream.

We not only played hockey and football, but also made good use of our time during school hours. The Literature course is particularly heavy, especially for a poor reader. We are quite pleased with the new History course. We find it very interesting.

Besides our usual course of studies we have made two tables, a lawn chair and many other smaller articles in preparation of a Red Cross Sale.

This past winter we will remember for its severe storms, the late spring, the games we won and lost, and last but not least the useful knowledge which we have received from our studies.

— Albert Dyck.
Grade VII.

Chickville

we drove quickly up to the village to take a side glance at its inhabitants. There they were — as busy as could be — an assembly of chickens.

As we cautiously approached we noticed under a huge sycamore tree several clans of roosters busily discussing the

"signs of the times". A sign nearby said "Council Meeting". So immediately we knew what was up.

On the village green, perched on his royal throne, was a big, sleek, conceited cock, adorned in glittering robes of purple, blue and gold. His head crested with a crown of crimson did ample justice to "His Most Gracious Majesty". Around him were clustered his most trustworthy subjects, intensely discussing the sudden increase in the cost of Shur-Gain Laying Mash and its doubtful quality. This evidently, the loyal councillors decided, would make rationing necessary.

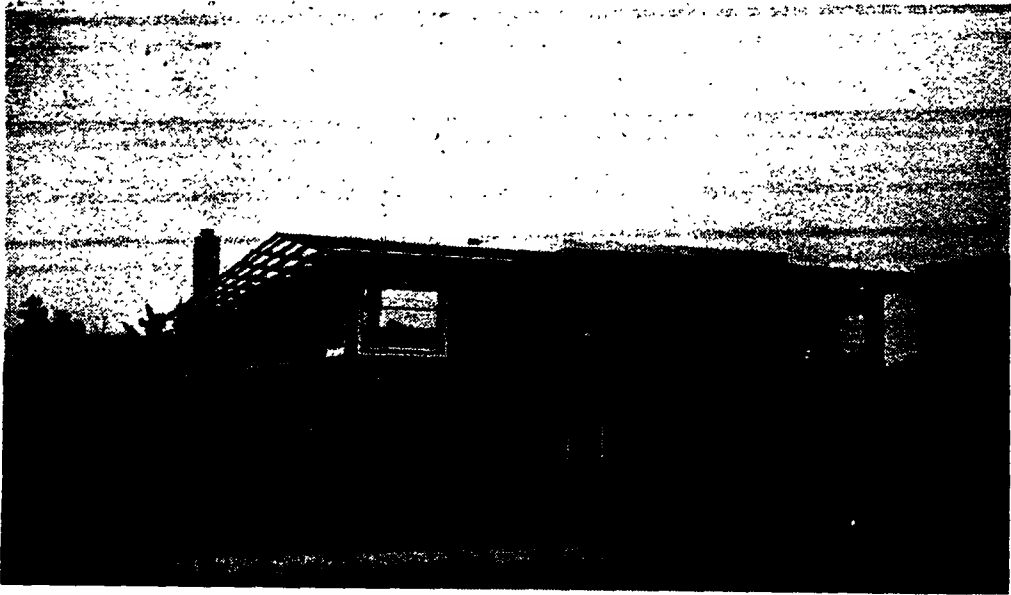
When the affairs of business had been discussed, moved and duly seconded, we were surprised to see the "Right Honourable Members" of the Council and the

"laywomen" gather themselves all in one building. We too, went in. What did we see — but tables neatly arranged and set with huge platters of concentrated laying mash and sparkling tumblers of fresh water.

After they had eaten the older and more mature villagers sat around and talked, while the "small fry" scurried outside for a final game of tag. At sundown (which is the official bedtime of every honorable chicken) every one from the youngest to the oldest hopped into bed, whispering and giggling all the while about the excitement of the day.

We too, being tired decided to go home. Long afterwards we still remembered our strange adventures in Chickville.

— A Junior Pupil.



Compliments of the

WINKLER CLINIC

Dr. C. D. Wiebe

Dr. A. P. Warkentin

Our Poetry Corner

I have to write an article
The teacher told me so
But what to write, I'm very sure
I really do not know.

My teacher is a glamour gal
Because she's very pretty
She's very kind and always helps
Her face is never dirty.

We learn some very useful things
And some I think are useless
Perhaps some day when I'm grown up
I'll know what they were for.

At recess we just play some games
Like baseball, tag, and hockey —
And when the game is most exciting
The teacher rings the bell.

We read a lot of story-books,
Of all the different kinds
Some think we ought to study more
The reason? I don't know.

— Myrtle Loewen.
Grade VIII

A Bright Summer's Morn

I took a walk on a bright summers morn
And went strolling aimlessly through
waving fields of green corn—
Then I was greeted by a beady-eyed robin
who was singing so fine
While he was perching so dizzily on a
small pine.

The fleecy white clouds were sailing
along
A soft summer breeze sang sweet lilting
songs
To enjoy it more fully I knelt in the grass,
fragrant and deep
Then, with Mother Nature watching o'er
me, I fell fast asleep.

— Johnny Dyck.
Grade VI

The Burwalde School

The Burwalde school aged eleven
Was built in the year '37
Many pupils have entered and departed
With impressions there are tasks to be
done.

Many thrilling games have been played
And some of the work we have delayed
We have taken all subjects from Reading
to Maths
But time and again we have taken wrong
paths.

The sixtieth anniversary of this District
We'll celebrate the twentieth of June
And after that there's some more study-
ing
Just to keep the Burwalde scholars in
tune.

When we finish our examinations
And close up the school for the term,
We'll invite all our folks for the picnic
And go for some holiday fun.

— Dora Braun.
Grade VII

The Thunder-Storm

The sun is hid' by threat'ning clouds
Song birds are hiding in their nests
A gust of wind sweeps o'er the trees
Then rain comes pelting swiftly down.

The sky is turning dark and grim
While crashing thunder fills the air
A flash of lightning now and then
— There's water pouring every where.

And now the thundering has ceased
The sun is peeking from a cloud
The singing robins are very pleased
And red-winged blackbirds chatter shrill
and loud.

— Albert Braun.
Grade VI

Burwalde as a Progressive Community Centre

If walls were capable of speech, classrooms of Burwalde would have an interesting tale to tell. We would hear of pupils' studies, teachers' counsels and warnings, acts of kindness and love, and of occasional misdemeanors; but this would not be the conclusion of the tale. The walls in a reminiscent mood would recall and relate the outset, achievements and values of educational farm clubs; would in a dreamy tone dwell on the occasions when strains of music and singing reverberated through the halls while entranced audiences were moved with emotion or soothed by the melodies; would in a triumphant voice proclaim the services performed for the Master; and would with a jubilant cheer tell of the pupils' activities in handicrafts for the purpose of helping the unfortunates. However, walls cannot speak, therefore, let us linger in Memory's halls and in a retrospective state of mind speak of the

educational, inspirational and spiritual activities of yesteryear.

Canada is a country with unlimited possibilities, requiring enterprising farmers, tradesmen and professional men who will energetically and progressively search and develop the promising, yet undeveloped resources. To educate our youth, to teach each the skills that he is best suited for, and to train Canada's young farmers, clubs have been formed throughout the Dominion. It was in the early thirties that the first Grain Club was organized in this community. Mr. Henry W. Wiebe, an agriculture enthusiast was the first leader. Boys were inspired, instructed and directed by J. E. Crawford, the agricultural representative of the Manitoba Department of Agriculture. Unfortunately the club work was discontinued after several years.

When Walter S. Fraser was transferred to this district by the Department of Agriculture, another beginning was made

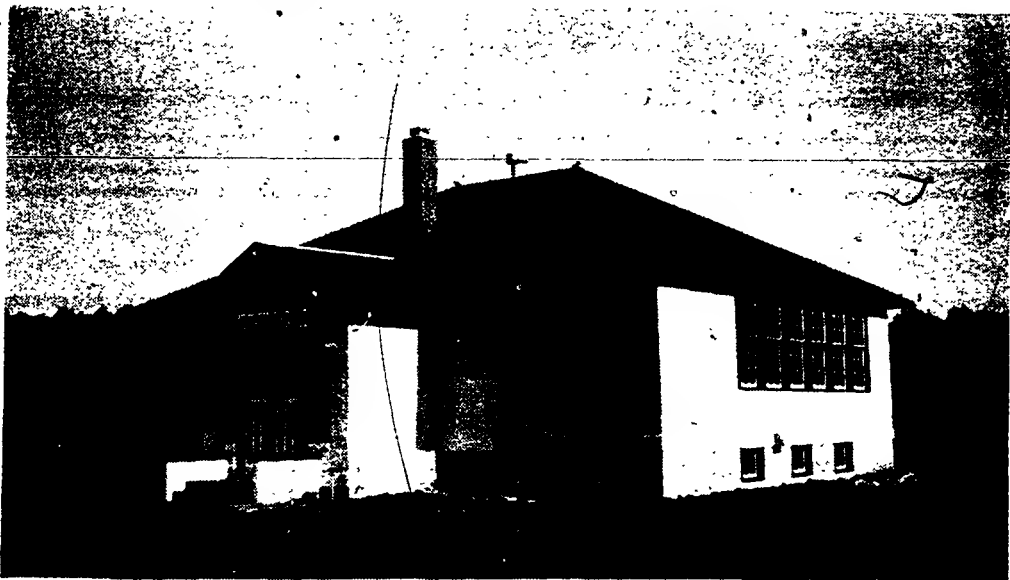


BURWALDE SENIOR SOFTBALL TEAM —

Front row from left to right - John Suderman, Frank Dyck, Diedrich Wiebe, Edmond Dyck, Edward Braun.

Back row from left to right - Ted Braun, Harry Brown, John Wiebe, Bill Enns Walter Brown.

DIAMOND JUBILEE



Burwalde School — built in 1937

in Grain Club work. Mr. John J. Braun was chosen leader of the club. In the ensuing years, the boys won recognition at local fairs, as well as provincial exhibitions. The club has experimented with Regent wheat, Carlton Durum, Montcalm barley and this year have sown Vanguard oats. The leadership of the club has been transferred to younger hands, but the work is still being carried on.

It has been felt in rural communities that there was a necessity of improving the quality of dairy cattle. In the spring of 1947, with Mr. Bill McCreery to guide and direct, a Calf Club was organized. Peter B. Dyck was chosen as leader. Pure-bred Holstein calves were bought at larger approved Manitoba dairies, and the club began to flourish. The aim of the club is to build up pure-bred Holstein herds that should prove assets to the farms.

Young men have had clubs to teach them better methods of cultivation, to train them to be enterprising farmers. Similarly the ladies have received attention. They have been given instructions and have received helpful hints in the various arts of housekeeping.

It was in the year 1940 or 1941 that

a Sewing Course prescribed by the Extension Service of the Department of Agriculture was established by Esther Mary Wiebe, the present Mrs. Bill Enns, who taught the school-girls fundamental skills in sewing, and later advanced them to more complicated and skill-required sewing. A fairly large group of girls successfully completed the course.

"The way to a man's heart is through his stomach." This may or may not be true. Nevertheless, married women and young ladies of the district were interested enough and anxious to improve themselves in the culinary art with the result that in the past winter the Extension Service of the Department of Agriculture has been sending out Margaret Dyker to lecture and to demonstrate various aspects of modern cooking, the subject-matter of her lectures having consisted of pressure-pot cooking, pressure-cooking, oven-meals, refrigeration and quick-freezing. The delicious repast after each demonstration crowned the evening as a success.

An efficient housekeeper must not only be a good cook and a skilful seamstress, but also must be prepared to meet emergencies such as minor accidents, cuts

BURWALDE SCHOOL

burns, and communicable diseases that may afflict the members of the family. To remedy this deficiency in the education of the ladies a Home Nursing course was taken in the winter of 1941 or 1942 with Miss Erna Klassen, R.N., and Miss Unruh, R.N., giving demonstrations and suggestions to the ladies thus aiding in the prevention of many possible serious illnesses.

Other clubs, such as potato clubs, swine clubs, and garden clubs have existed during this period, but were of short duration.

Practical education has been provided for the young people, however, there is another direction in which Burwalde leaders and educators have worked. This community is known as a musical centre. The development of musical talent cannot be mentioned without referring to Mr. John K. Brandt. He has spent many years cultivating rural musical abilities, and the tribute goes to him for interesting Burwalde students in Festivals. Young singers were trained and taken to the Southern Manitoba Musical Festival in

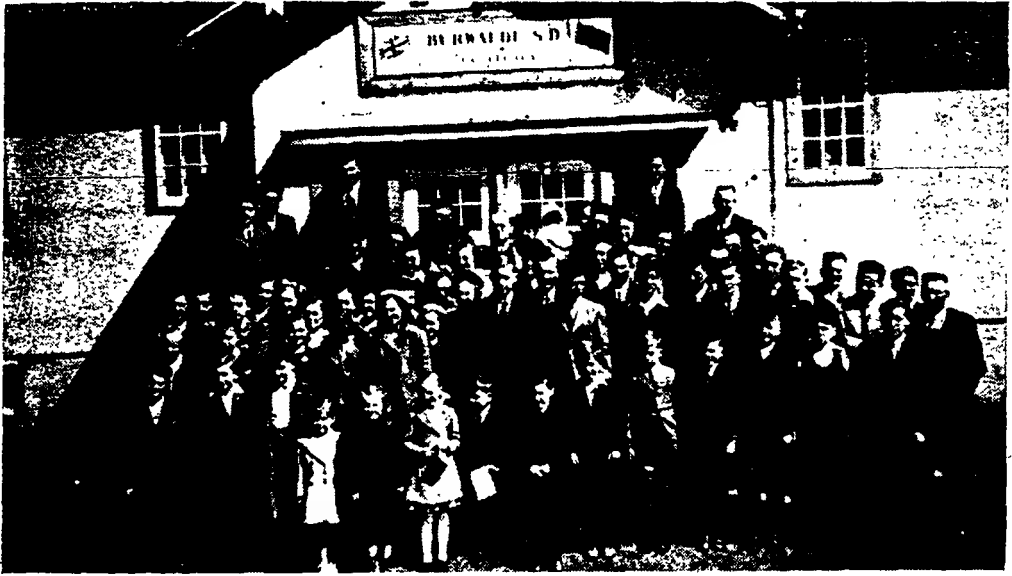
the spring of 1944. The results were promising, so the following year another attempt was made to win recognition. Laurels were brought home this time. The Junior Choir won the John Coltart trophy as winner of the school chorus classes. Albert Braun was awarded the Isaac Bruck shield, being the winner of the Junior solo singing class. Carl and Elsie Braun, brother and sister to Albert were awarded the Reinland Agricultural Society trophy, in recognition of musical talent and skill at the piano.

Furthermore two music teachers Miss Elizabeth Labun of Winkler and Miss Elsie Braun of Burwalde are patiently developing the musical talents of the future generation of musicians.

Choir practices for young people, who are interested in singing have been held. During the past two years projects have been completed by the choir. "The Master Liveth" an Easter cantata conducted by Mr. John K. Brandt and "The Star of Peace" a Christmas cantata conducted by Dorothy E. Wiehe have been practised and sung for the community. It cannot be expected that the selections of this choir



Burwalde Young People's Society



The Burwalde Sunday School

had the finesse and completeness that a church choir with trained voices would have, but the countless blessings, the companionship of congenial friends, and the freedom of expression in singing are gems that will linger in the memories of the young people.

Speaking of the Young People's choir leads us naturally to the subject of the Young People's Christian Society, wherein the choir takes a prominent part. The Society was organized by the optimistic, far-sighted teacher, Peter B. Krahn in the fall of 1940. This Christian group holds its meetings every second Sunday of the month. It is a red letter date for the Burwaldians for no one wants to miss the recitation, song, or reading, that will be delivered by some friend. Seasonal and appropriate, up-building religious topics are chosen such as "Why Be a Christian?" or "Foreign Missions". Collections are held at each meeting, the proceeds going to the support of religious radio programs or foreign missions. A few years donations by the public was used to build a dispensary in the Congo area. At present the Society is paying for the support and care of five lepers in Africa.

To study the Truths in the Holy Scrip-

tures, young and old meet once a week, and under the capable leadership of Mr. Frank E. Peters. Discussions lead to the strengthening of hope and faith in God's promises. During the discussions, ladies busy themselves with knitting, crocheting and the making of beautiful articles. These articles are sold at a mission sale, the money received being used for furthering the spread of the Gospel. We cannot close the report of this activity without mentioning the late Mrs. John G. Brown, who in her lifetime was a true soldier of Christ, and being intensely interested in foreign missions was responsible for the organization of the above mentioned Sewing Circle and Bible Study Hour.

Still another field of religious training is the Sunday School, which is ably directed by the superintendent, Mr. John L. Dyck aided by five Sunday School teachers. No sleeping late is permitted in this community, for Sunday-school begins at nine o'clock each Sunday morning. For one hour, which is always too short, hymns are sung, Bible stories are told, lessons are reviewed and the Bible is studied. Then at ten o'clock everyone hurries to the family car to drive to Sunday-

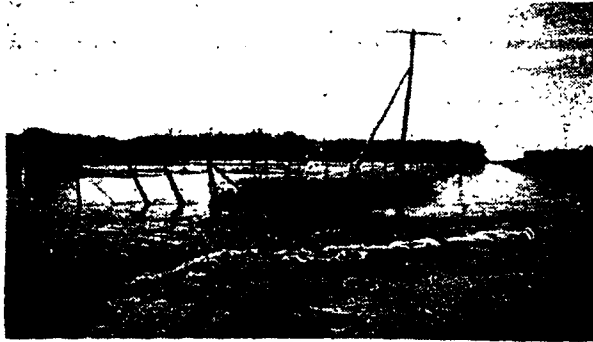
morning worship to the church of each family' choice.

Finally, but none the less important, pupils carry on extra-curricular activities in school. If you desire to see a busy community all in one building, you need only pay a visit to the school some Friday afternoon. Cheery voices conversing freely and happily confirm the first impression that this is a place of industry. Should you enter and wander from room to room, you would see a boy with tongue in cheek, sawing a board which for some unknown reason, refuses to be cut straight. In another corner two boys have just completed the construction of a lawn chair and with shining eyes and proud faces, the boys are painting it an unoffending white. Two other boys are making a fern stand, for did mother not with a wistful tone in her voice wish that she had a place to put her flower pot. In the

room upstairs one girl has a frame of cardboard with some wool twisted around it. We ask her "What are you making?" "Oh," she replies, "this is going to be a purse". We shake our heads dubiously and continue the inspection. After having spent a delightful hour in the company of these energetic and industrious students, we leave with a feeling that the students in modern schools are learning useful skills and attitudes.

Woodwork and handicraft articles are sold at a Red Cross sale.

Briefly, in closing, what are the values of all the activities mentioned in this report? Simply, young people are learning to be efficient and useful citizens; citizens that will shoulder the responsibilities with confidence; citizens that will be tolerant and that will work for the common good.



Flood waters in spring taken about one half mile south of the school.



No. 3 Highway, just north of the school.

From One of Our Missionaries...

Even though there are many miles separating us today, there are nevertheless memories lingering in my mind of my childhood days spent on a little farm in the good old Burwalde District.

Do you remember the time when No. 3 highway was just a narrow country road leading by the little white school house standing just north of the bush on a little elevation with but just one tree as a lonesome sentinel to guard it? I guess it is not so long ago after all, only my imagination. Nevertheless I like to think of my first school days, when hand in hand my brother and I, swinging our dinner pail would walk those two miles to and from school. That little white school house one day went up in flames and another took its place. All the little school friends then gained are now grown up, each one in his or her respective place and life's work, teaching, nursing, farming, and there are those who have fought for their King and country.

Not only did I receive my secular education here but the teacher was also concerned about the souls of those in his care and thus we gathered for Sunday School once a week. This work was definitely not in vain for many have joined the army of the Lord and become soldiers of the Cross. No matter whether at home or in the battle front let us make this world a better place because we are living in it.

My heart is filled with gratitude towards you for what you dear people have meant and still mean to me. Many a time we little realize what is going on in a young heart that the Lord is calling and preparing and He needed just you all to help mold and make my life to serve Him here. Therefore I look up with high



Rev. Chas R. Tournay of Calgary, Alberta, working in the interests of the Sudan Interior Mission who has been with us on several occasions prior to his recent tour through Nigeria, Egypt, Anglo-Egyptian Sudan and Ethiopia was again with us on May 9th, 10th, 11th and 12th showing movies that he has taken and brought home depict an ignorance and darkness of soul that only through teaching and sacrifices of Christian missionaries and the power of God himself can remedy.

respect and pride to you of my district and with a grateful heart to my Lord for every blessing and encouragement received along the way.

For the next sixty years, should the Lord tarry, let us like Paul "press toward the mark for the prize of the high calling of God in Christ Jesus."

— Annie E. Dyck

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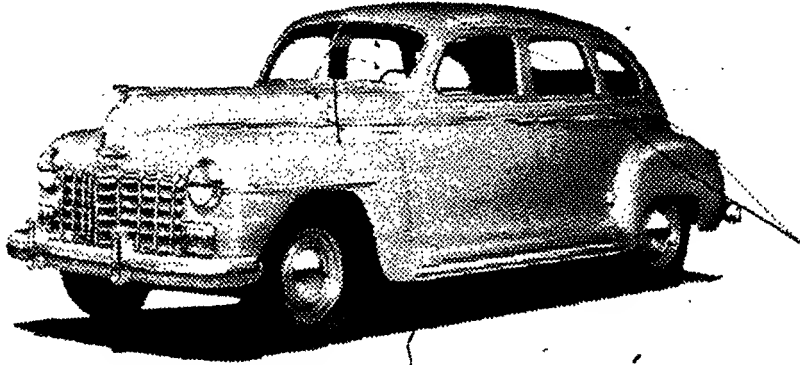
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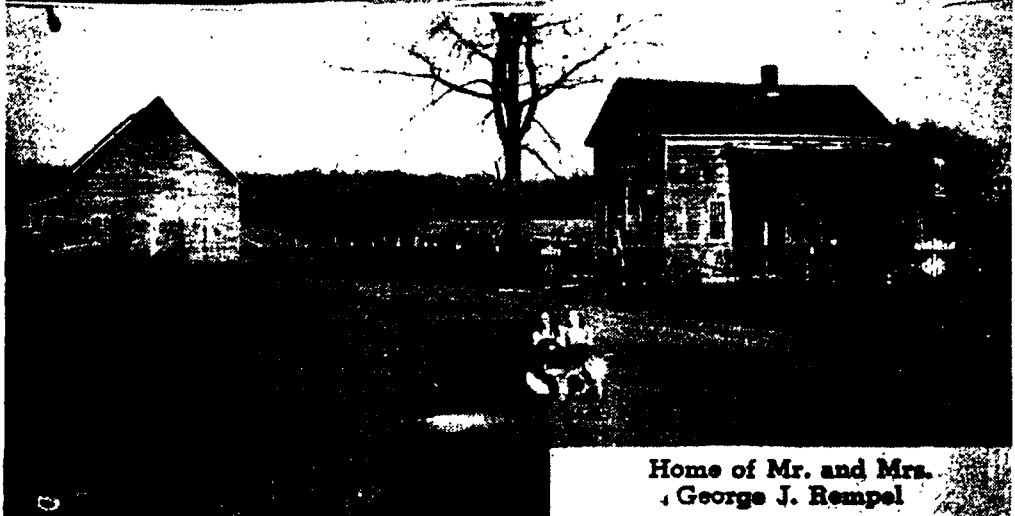
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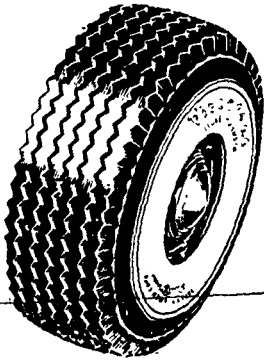


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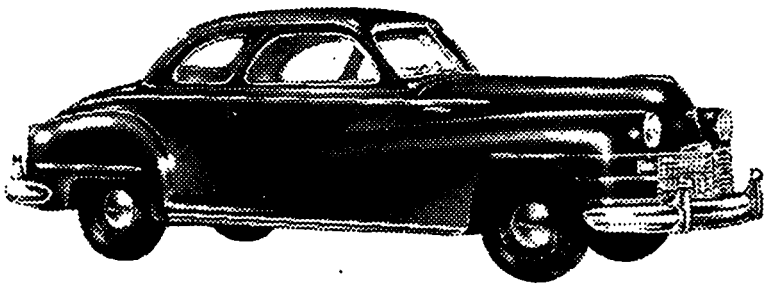
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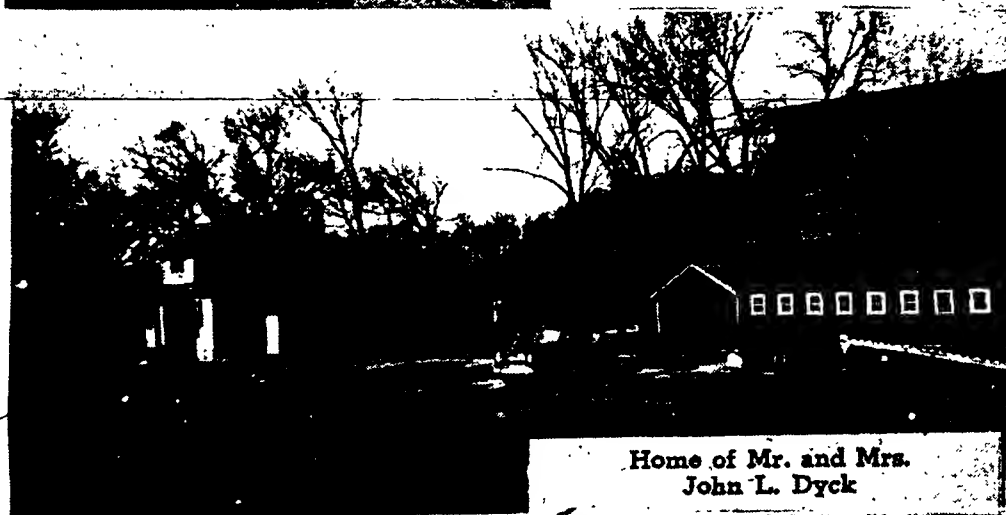
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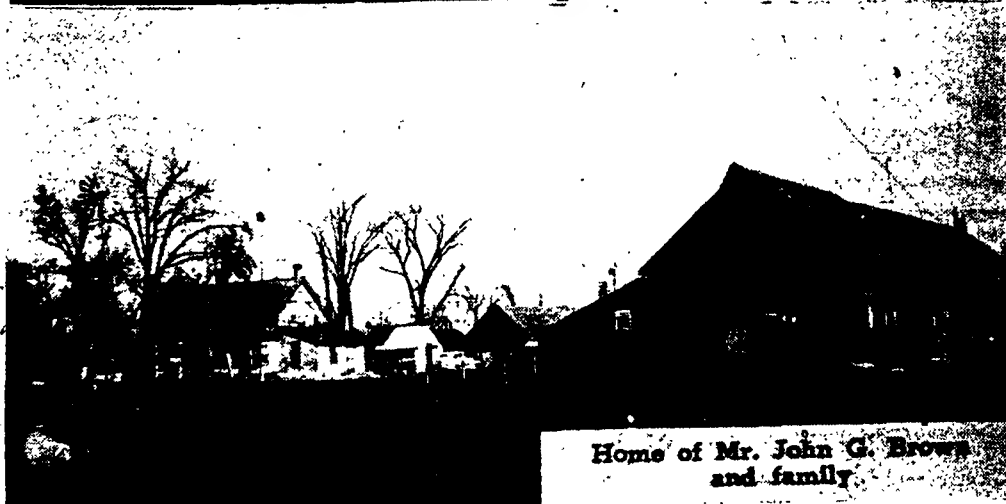
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Word of Thanks

We as the Board of Trustees of Burwalde S. D. No. 529, wish to extend our sincerest gratitude to the teachers, Miss Dorothy E. Wiebe, and Miss Catherine Dyck, who have devoted both their time and energy in compiling this "Jubilee Year Book."

We also wish to thank all those people who have so kindly contributed material which has made the printing of this book possible.

